



## Song Activities (Phonemic Awareness)

### What are “Song Activities” and why are they important?

"Song Activities" and other phonemic awareness activities make sound matching fun and exciting for your child. The following song activities by Yopp (1992) can be used to help your child practice hearing and making specific sounds at the beginning, middle, or end of words.

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#### Who Has a /d/ Sound to Share with Us?

The following activity can be sung to the tune of “Jimmy Cracked Corn and I Don’t Care.” You and your child should say the sound of the letter, not the name.

Who has a /d/ sound to share with us?  
Who has a /d/ sound to share with us?  
Who has a /d/ sound to share with us?  
It must start with the /d/ sound!

Dog is a word that starts with /d/.  
Dog is a word that starts with /d/.  
Dog is a word that starts with /d/.  
Dog starts with the /d/ sound!

Continue with different sounds.

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#### What’s the Sound that Starts These Words?

The following song activity can be sung to the tune of “Old MacDonald Had a Farm.” This activity can focus on beginning, middle, and ending sounds.

##### Beginning Sounds

What’s the sound that starts these words:  
rattle, ride and run? (wait for a response)  
/r/ is the sound that starts these words:  
rattle, ride and run.  
With an /r/, /r/ here and an /r/, /r/ there,  
Here an /r/, there an /r/, everywhere an /r/, /r/,  
/r/ is the sound that starts these words:  
rattle, ride and run.

##### Ending Sounds

What’s the sound at the end of these words?  
Cat and meat and sit? (wait for a response)  
/t/ is the sound at the end of these words:  
cat and meat and sit.  
With a /t/, /t/ here, and a /t/, /t/ there,  
Here a /t/, there a /t/, everywhere a /t/, /t/,  
/t/ is the sound at the end of these words:  
Cat and meat and sit.

##### Middle Sounds

What’s the sound in the middle of these words:  
sleep and feet and weep? (wait for a response)  
/ee/ is the sound in the middle of these words:  
sleep and feet and weep.  
With an /ee/, /ee/ here, and an /ee/, /ee/ there,  
Here an /ee/, there an /ee/, everywhere an /ee/, /ee/,  
/ee/ is the sound in the middle of these words:  
sleep and feet and weep.

Continue this activity by substituting different sounds and words.



## Song Activities (cont.)

### Segmenting

#### Listen, Listen to My Word

“Listen, listen to my word” helps your child to chunk or segment words into parts. This skill is called segmentation. The following song activity can be sung to the tune of “Twinkle, Twinkle, Little Star.”

#### **Listen, listen to my word**

**Then tell me all the sounds you heard: coat (slowly)**

**/k/ is one sound**

**/o/ is two**

**/t/ is last in coat**

**It’s true.**

#### **Listen, listen to my word**

**Then tell me all the sounds you heard: feet (slowly)**

**/f/ is one sound**

**/ee/ is two**

**/t/ is last in feet**

**It’s true.**

Continue this song activity by substituting different words and sounds.

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### Blending

#### **If You Think You Know the Word, Shout it Out!**

Blending requires your child to combine individual sounds to form a word. Your child will take isolated sounds and blend them together (/r/ + /a/ + /t/ = rat). This activity can be sung to the tune of “If You’re Happy and You Know It, Clap Your Hands.”

**If you think you know the word, shout it out!**

**If you think you know the word, shout it out!**

**If you think you know this word,**

**Then tell me what you heard.**

**If you think you know this word, shout it out!**

**/r/ /a/ /t/ (wait for response)**

**RAT!**

Continue this activity with different words and sounds.

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### Sound Manipulation

#### **Fe-Fi-Fiddly-i-o**

Adding and substituting sounds helps your child focus on sounds. This activity can be sung to the tune of “I’ve Been Working on the Railroad.”

**I have a song that we can sing**

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**I have a song that we can sing**

**It goes something like this:**

**Fe-Fi-Fiddly-i-o**

**Fe-Fi-Fiddly-i-o**

**Fe-Fi-Fiddly-i-o**

**Now try it with a /z/ sound!**

**Ze-Zi-Ziddly-i-o**

**Ze-Zi-Ziddly-i-o**

**Ze-Zi-Ziddly-i-o**

**Now try it with a /?/ sound!**

Substitute different sound combinations.